

SAMPIT ELEMENTARY

69 Woodland Avenue
Georgetown, South Carolina 29440

GRADES PK-5 Elementary School

ENROLLMENT 341 Students

PRINCIPAL Maudest R. Scott 843-527-4411

SUPERINTENDENT Dr. H. Randall Dozier 843-436-7000

BOARD CHAIR Mrs. Charlesann H. Buttone 843-436-7000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	16	66	36	2

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Average	Excellent	N/A
2003	Good	Average	No
2004	Good	Good	Yes

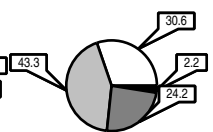
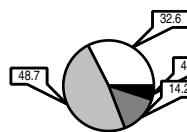
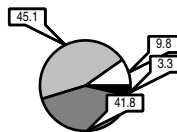
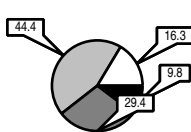
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

58.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	163	100.0	9.8	45.1	41.8	3.3	58.8	Yes	Yes
Gender									
Male	94	100.0	10.2	47.7	40.9	1.1	51.1		
Female	69	100.0	9.2	41.5	43.1	6.2	69.2		
Racial/Ethnic Group									
White	44	100.0	5.0	40.0	52.5	2.5	70.0	Yes	Yes
African-American	117	100.0	11.6	47.3	38.4	2.7	54.5	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	132	100.0	8.1	44.7	43.1	4.1	67.5		
Disabled	31	100.0	16.7	46.7	36.7	0.0	23.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	163	100.0	9.8	45.1	41.8	3.3	58.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	163	100.0	9.8	45.1	41.8	3.3	58.8		
Socio-Economic Status									
Subsidized meals	142	100.0	10.6	45.5	40.2	3.8	58.3	Yes	Yes
Full-pay meals	21	100.0	4.8	42.9	52.4	0.0	61.9		

Mathematics - State Performance Objective = 15.5%									
All Students	163	100.0	16.3	44.4	29.4	9.8	52.3	Yes	Yes
Gender									
Male	94	100.0	13.6	44.3	31.8	10.2	52.3		
Female	69	100.0	20.0	44.6	26.2	9.2	52.3		
Racial/Ethnic Group									
White	44	100.0	15.0	25.0	42.5	17.5	62.5	Yes	Yes
African-American	117	100.0	17.0	51.8	25.0	6.3	48.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	132	100.0	8.9	48.0	31.7	11.4	58.5		
Disabled	31	100.0	46.7	30.0	20.0	3.3	26.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	163	100.0	16.3	44.4	29.4	9.8	52.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	163	100.0	16.3	44.4	29.4	9.8	52.3		
Socio-Economic Status									
Subsidized meals	142	100.0	15.9	46.2	28.8	9.1	50.0	Yes	Yes
Full-pay meals	21	100.0	19.0	33.3	33.3	14.3	66.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 341)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.1%	Up from 2.3%	3.8%	2.7%
Attendance rate	97.0%	Up from 96.0%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.3%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	11.7%		5.3%	3.5%
Eligible for gifted and talented	17.6%	Up from 9.0%	6.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.0%	Down from 8.3%	8.0%	8.2%
Older than usual for grade	1.8%	No change	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	50.0%	Up from 48.6%	48.5%	51.4%
Continuing contract teachers	82.4%	Up from 73.0%	82.4%	87.5%
Highly qualified teachers**	95.5%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	6.9%		2.9%	0.0%
Teachers returning from previous year	89.9%	Up from 86.9%	83.6%	86.7%
Teacher attendance rate	95.1%	No change	94.8%	94.9%
Average teacher salary	\$40,191	Up 4.3%	\$39,933	\$40,760
Prof. development days/teacher	12.3 days	Up from 10.7 days	13.3 days	12.4 days

School				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	14.9 to 1	Up from 14.3 to 1	17.4 to 1	18.9 to 1
Prime instructional time	91.2%	Up from 89.3%	89.3%	90.0%
Dollars spent per pupil*	\$9,629	Up 17.5%	\$6,562	\$6,044
Percent of expenditures for teacher salaries*	55.0%	Down from 57.3%	64.3%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 100.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	85.5%	92.0%
Highly qualified teachers in high poverty schools**	94.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sampit Elementary School is a community, rural school with 400 students. We are very proud of our students, our community, our faculty and staff, and our campus. Our school is rich in heritage and serves students in Pre-K through grade 5. We teach our children at Sampit to be successful in both academics and in their quest to become confident and productive members of society. It is our commitment to nurture the talents and needs of all of our students and our rigorous academic course offerings that allow us to reach these goals. We provide all of our students with opportunities to explore in and around our community to seek out their unique talents, be they in the realm of art, music, gymnastics, dance, public speaking, or otherwise. Each year we vow to improve in our ability to realize this goal so that our students, parents, community, and school staff will continue to take great pride in our school. We continue to improve our report card ratings year after year!

We continue to provide our educators with on-going professional development designed to build our capability to truly individualize the reading instruction for all of our students. We have supported this effort by building classroom libraries with books appropriate for the reading levels of all of our children. Anyone connected to Sampit Elementary School is very familiar with our "100 Book Challenge!" We continue our commitment to the school-wide use of our hands-on math program called "EveryDay Mathematics." Our students learn their math lessons as they explore math concepts through projects, games, individual and group problem solving exercises and small group direct instruction from teachers. The quality of Sampit's teaching and learning continues to improve with our adoption of a data driven decision-making model of assessment. The performance of every student is of critical importance at Sampit Elementary School!

Academic success is a top priority for all of our students. We realize the powerful potential for improving student performance when the home, school, and community join forces for the good of our children. We believe in providing parents with resources to help their children learn at home. Therefore, we have expanded the use of our home centered, Playstation based learning program called "Lightspan." Parents of our Pre-K and Kindergarten children are also offered participation in a home centered reading and math program called "Book Bag Buddies." We continue to offer in school tutoring, and Extended Day instruction to meet the academic needs of our students.

The parent, community, and school partnership is a crucial force our children need to be successful in life. This year we had many parents and business partners working with us for the benefit of our children. They came and read with the children. They donated time and money for support in areas as diverse as providing reading incentive awards and support for our various parent and community events. Working together we can make our school a success!

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	61	54
Percent satisfied with learning environment	94.1%	88.5%	90.6%
Percent satisfied with social and physical environment	91.4%	86.9%	88.7%
Percent satisfied with home-school relations	44.1%	91.8%	75.5%

*Only students at the highest elementary school grade level at this school and their parents were included.